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ABSTRACT

This discussion paper focuses on family learning activities as they relate to the continuing education divisions of the public educational institutions of British Columbia. The first section provides an overview of families in transition, specifically the topics of kinds of families and family learning. Results of a needs assessment follow. Derived from secondary sources, including Statistics Canada Census data and other existing research reports, the needs assessment outlines family trends in Canada as a whole and in the province of British Columbia. Data are provided on number and size of families, changes in family types, urban/rural differences, and educational levels of families. A review of current public educational institutional activities in family learning is divided into continuing education activities in the public educational system of British Columbia and community organization program activities. Some specific program delivery models for family learning activities are highlighted to portray some of the approaches and variations that exist at the local levels. The final section summarizes the salient points and makes recommendations to the Ministry of Education, British Columbia Council for the Family, and the Boards of the Colleges and School Districts. Sixteen statistical tables are appended. (YLB)

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PROVINCE OF BRITISH COLUMBIA
MINISTRY OF EDUCATION

DISCUSSION PAPER 06/81

FAMILY LEARNING ACTIVITIES IN BRITISH COLUMBIA

by Audrey M. Thomas
in consultation with the Family Learning
Sub-committee of the Ministry Advisory
Committee on Continuing Education

The Division of Continuing Education is interested in your comments on the matters raised in this report. On the back pages you will find a convenient mail-in reaction form, or you may respond by more detailed letter to the address given.

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PREFACE

The subject of this Discussion Paper is family learning activities as they relate to the continuing education divisions of the public educational institutions of British Columbia. The subject was one identified for further study and focus by the Ministerial Advisory Committee on Continuing Education. An ad hoc Advisory Sub-committee on Family Learning was struck for the purpose of directing the development of the Discussion Paper. This latter committee was composed of adult educators from the public educational institutions, and representatives from the B.C. Council for the Family.

It is hoped that the contents of the paper will stimulate discussion on family learning activities, not only among the public educational institutions, but also among the many private and community agencies which offer family learning activities or are concerned with supporting families and familial groupings.

The Ministry of Education has commissioned a number of Discussion Papers on specific program areas in continuing education. The ad hoc Advisory Sub-committee on Family Learning, however, is the first sub-committee to have substantial representation from an agency other than the public educational institutions. The cooperative approach initiated at this level is also a feature found in many local communities throughout the province. This community support and cooperation should be fostered and encouraged wherever possible. Families are our basic social institutions -- they form our communities. The public educational institutions exist to serve the learning needs of these communities. The issue then becomes 'what kinds of changes need to take place and what developments should be encouraged within the system of public educational institutions to enhance family learning?' The recommendations in this paper will point to some possible answers.

Scope of the Paper and Methodology

The bulk of the paper is concerned with needs assessment and a review of current public educational institution activities in family learning. The needs assessment has been derived from secondary sources -- Statistics Canada Census data and other existing research reports. It was felt that family trends in Canada as a whole and the province of British Columbia should be outlined in order to provide a basis for comparison. For the same reason, longitudinal perspectives were applied where the data existed.

A review of current program activities was gleaned from Ministry data for the 1979-80 academic year. In addition, two mailings were made to the field. One questionnaire was mailed to continuing education personnel in the colleges and school districts; another questionnaire was mailed to a list of private agencies provided by the B.C. Council for the Family. Those respondents who indicated that they would like to talk to the researcher were interviewed by telephone. In addition, other groups and individuals provided input to the paper. The results of these surveys and interviews are summarized in the paper.

Some specific program delivery models for family learning activities are highlighted to portray some of the approaches and variations which exist at the local levels.

The final section of the main body of the report summarizes the salient points and makes recommendations. A reference list and appendices with statistical tables are also included.

Limitations of the Paper

(1) The paper's primary focus is the relationship of family learning activities to the continuing education divisions of the public educational

institutions. It does not focus therefore, on the many kinds of family and parental learning activities which may be encouraged in and through the regular public school system.

(2) The Family Learning activities focused on are generally non-credit activities. The paper, therefore, does not address the concerns of family members who wish to return to school to acquire credit courses to further their vocational aspirations.

ACKNOWLEDGEMENTS

Many people have contributed to the shaping of this paper. The advice, contributions and enthusiastic support of the members of the ad hoc Advisory Sub-committee on Family Learning were invaluable assets.

Dr. Frank Cassidy and Mrs. Connie Hawley were particularly helpful in sharing their time and expertise on occasions other than the committee meetings.

Special thanks go also to the private agency and continuing education personnel who took time to fill out 'one more questionnaire'. The responses and personal telephone conversations put the flesh on the statistical skeleton and served as indicators of the level of interest, concern and empathy for families and their learnings, which exist in the field.

Thanks are also due to Carol McGillivray and Sherry Estes for typing the paper and its attendant work.

THE AD HOC ADVISORY SUB-COMMITTEE ON FAMILY LEARNING

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THE SUB-COMMITTEE'S RECOMMENDATIONS IN BRIEF

1. That the Ministry of Education:

   (a) undertake to provide leadership in the field of family learning activities by encouraging and supporting the public educational institutions in making family learning activities a priority program area;

   (b) develop more specific guidelines consistent with present policy to clarify existing practices as they relate to family learning;

   (c) appoint a Community Education Coordinator, within the Continuing Education Division, who would have a primary responsibility for family learning activities;

   (d) appoint an on-going Provincial Advisory Committee on Family Learning to include representation from agencies such as the B.C. Council for the Family.

2. That the Ministry of Education and the B.C. Council for the Family:

   (a) work cooperatively to facilitate lay and professional leadership training in the province for people working with or willing to work with family groups in learning activities;

   (b) undertake to facilitate the development of curriculum materials and programs related to family living and learning, and especially to pursue ways of using less traditional educational delivery methods to increase accessibility of family learning opportunities for all family members,

   (c) undertake to develop a provincial clearinghouse on family learning related resources and activities.

3. That the Boards of Colleges and School Districts:

(a) undertake to promote and enhance family learning activities at their local levels by encouraging cooperative linkages with existing family life centres and agencies and by offering the facilities and services of their institutions in all phases of program development and delivery including the use of the continuing education project system;

(c) structure policies so that families are reinforced rather than disrupted in their learning activities by giving special consideration to flexible and supportive program measures in the interests of equity and access for all potential learners.

TABLE OF CONTENTS

Page

PREFACE..... i

RECOMMENDATIONS..... v

LIST OF TABLES..... ix

I. FAMILIES IN TRANSITION..... 1

1. Preamble
2. Kinds of Families
3. Family Learning

II. NEEDS ASSESSMENT..... 8

A. DATA SOURCES AND DEFINITIONS

B. FAMILY TRENDS IN CANADA

1. Number and Size of Families
2. Changes in Family Types
3. Lone-parent Families in Canada
4. Wives in Husband-wife Families
5. Educational Levels, Income and Poverty
6. Summary of Family Situations in Canada

C. FAMILY CHARACTERISTICS IN BRITISH COLUMBIA

1. Number and Size of Families
2. Changes in Family Types
3. Urban/Rural Differences
4. Educational Levels of Families

D. OTHER RESEARCH DATA ON FAMILY TRENDS

III. PROGRAM ACTIVITIES..... 21

A. CONTINUING EDUCATION ACTIVITIES IN THE PUBLIC EDUCATIONAL SYSTEM OF BRITISH COLUMBIA

1. Introduction
2. Overview of Family Learning Activities in Public Educational Institutions in 1979-80
3. The Continuing Education Special Project System
4. Questionnaire Responses
   a) School District Responses
   b) College Responses
5. University Activity

Page

B. COMMUNITY ORGANIZATIONS' PROGRAM ACTIVITIES

1. B.C. Council for the Family
2. Questionnaire Responses from Family Agencies

C. EXAMPLES OF SPECIFIC PROGRAM DELIVERY MODELS

1. Information Children
2. Discovery School for Parents
3. Capital Region Branch, B.C. Council for the Family
4. Malaspina College's Community Education Associates
5. Community Learning Centre, Fort St. John

D. SUMMARY STATEMENT

IV. SUMMARY AND RECOMMENDATIONS..... 48

REFERENCES..... 55

APPENDICES

I. Statistical Tables..... 57
II. Supplementary Data..... 70

LIST OF TABLES

Table		Page
1.	Total Population, Private Households, Census Families, Average Number of Persons per Private Household and Average Number of Persons and Children per Census Family, Canada, 1941-71	57
2.	Husband-wife and Lone-parent Families, Canada 1941-76	58
3.	Growth in Different Types of Families, Canada, 1956-76	58
4.	Lone-parent Families by Marital Status of Head, Canada, 1951-76	59
5.	Percentage Distribution of Husband-wife and Lone-parent Families by Age of Head, Canada, 1951-76	60
6.	Number of Canadians in Poverty, 1976	61
7.	Proportion of Families and Unattached Individuals Who Have a Low Income - Canada and British Columbia	61
8.	Total Population, Private Households, Census Families, Average Number of Persons per Private Household and Average Number of Persons and Children per Census Family, British Columbia, 1961-76	62
9.	Husband-wife and Lone-parent Families, British Columbia, 1971-76	63
10.	Lone Parents in British Columbia by Sex and Marital Status, 1976	63
11.	Percentage Distribution of Husband-wife and Lone-parent Families by Age of Head, British Columbia, 1971-76	64
12.	Families by Number of Persons and Family Type for Canada and British Columbia According to Urban and Rural Distributions, 1976	65
13.	Family Types by Level of Schooling, Canada and British Columbia, 1976	66
14.	Continuing Education Family-Related Courses by Course and Program Type for 1979-80 Academic Year	67

Table | Page

15. Special Projects in Family Life Education and Support Services, 1977-81 — 68

16. Data on Family Courses Offered by the Centre for Continuing Education, University of British Columbia, 1977-80 — 69

Figure

1. Percentage Distribution of Families by Number of Children at Home, Canada and British Columbia, 1976 — 16

I. FAMILIES IN TRANSITION

1. Preamble

The family is the basic societal institution and has been recognized "as a workshop in social change" (Boulding). Families generally are flexible and capable of responding creatively to changed circumstances. Throughout history, societies have developed various forms of nurturing which have been akin to familial relationships. In the last 100 years or so, the accelerating rate of technological change, the growth of the world's population, the emergence of former colonies as independent nation-states, the increasing gap between the rich and poor among nations and within nations have all been contributing factors to the global problematique. There have been innumerable serious consequences of these combined trends many of which have necessarily impinged on families and familial groupings.

Among industrialized countries, and in Canada specifically, some of the aspects related to technological changes and familial life have been or are:

(1) increased mobility which has resulted in job transfers and disruption of social and kinship networks, as well as increased business and leisure travel which serve to add considerably to life experiences and learning;

(2) the development of communications and broadcast media systems which help families and friends to keep in touch, but may be used at a local level to replace social visits; and

(3) increased research and specialization resulting in applied fields such as micro-electronics and genetic engineering so that the bionic age is upon us and the very nature of the human species may be transformed.

The sociological changes which have been occurring include women's liberation and some of its consequences have been or are:

(1) greater parity of higher educational levels with men;

(2) evolution of new life styles;

(3) greater control over reproduction processes, and

(4) increased participation in the labour force.

In addition, improved health measures have resulted in greater longevity for both sexes, but particularly for women whose longevity rate has been gaining to a greater extent than that of men. A consideration of the above circumstances and factors points to profound changes in familial life.

2. Kinds of Families

Familial relationships are so complex and multi-faceted that they almost defy definition. However, certain terms have crept into common parlance and will be reviewed here.

In pre-industrial times, the extended family was the normal type. This kind of family consisted of kinship networks spanning several generations who very often lived together under one roof, or were located within geographic proximity to each other.

The extended family was gradually replaced by the nuclear family which became the new norm. Some writers have interpreted this family type as consisting of "a working husband, a housekeeping wife, and two children" (Toffler p. 211). A more flexible definition of the nuclear family, however, is that quoted by the Vanier Institute of the Family from D.H.J. Morgan (1975). Herein, this family type is defined as a:

> family of two adults of opposite sexes, living together in some socially recognized form of relationship and the children who are biologically or socially related to these adults. (VIF, 1977, p. 15).

Very often, the nuclear family is located far away from kinship networks. Within this nuclear family definition many types of relationships may be identified. There are: the husband-wife family, the common-law marriage, the foster family and the blended family.

Blended or reconstituted families involve the integration of two parts of previously established families. Schlesinger (1976) has identified eight kinds of unions in blended families. The elements are divorced, widowed and single men pairing with either divorced, widowed or single women with the exception of the pairing of the two single states. Turner (1980) has pointed to the phenomenon of increased longevity which is resulting in remarriages among grandparents. In these cases, blended families result from four kinds of unions -- divorced or widowed men pairing with either divorced or widowed women. Such mergers at the grandparental and some parental levels point to an emergence of a new type of extended family, with many sets of relationships which have implications for daily personal living.

Familial groupings is an umbrella term which embraces many family variations including those already defined. A study undertaken to map "variations of families" in Chicago found "no less than 86 different combinations of adults". (Toffler, p. 215). The Vanier Institute of the Family has said:

> No rigid definition of family with regard to structure or membership is intended, nor fruitful in relation to learning. It is far more rich to think about a familial grouping. Even when the family form is essentially nuclear, attached to some greater or lesser degree to an extended kin network, family roles and membership shift over time. This dynamic rather than static view of the family has considerable bearing on how great is the potential for learning within the family.
> (VIF, 1976, p. 9)

The lone-parent family is a familial unit which is receiving more attention, especially the kind which is led by young mothers who have never been married or whose marriages resulted in early separation or divorce. The number of such families has been increasing. There will be more focus on this family type later in the paper.

Intentionally childless couples present another family variant. Special kinds of collective relationships where members mutually care for and trust each other have been called communal families. Such familial forms are found in some religious and ethnic communities. Other kinds of cooperative and communal living patterns may also be identified.

It is obvious that family living patterns take many forms. The concept of "family" depends on each individual's experience and is a function of such factors as age, sex, ethnic origin, economic status, and psychological make-up.

Within the nuclear family, stereotypic roles are changing. Women's liberation has helped society recognize that women can and do make outstanding contributions to industry, politics and the professions and that men have great capacities for nurturing and child-caring. Children are reaching physical and intellectual maturity earlier than formerly, but economic maturity has been delayed resulting in longer dependency periods on parents. These conditions reflect societal changes, and support the

notion of 'the family as a workshop in social change' which was previously mentioned. Toffler predicts that:

> no single form will dominate the family mix for any long period. ...Rather than masses of people living in uniform family arrangements, we shall see people moving through this system, tracing personalized or "customized" trajectories during the course of their lives. (p. 215).

3. Family Learning

Learning is a lifelong process and may occur within and outside the educational institutions. Family learning can be interpreted in many ways. It may, for example, mean learning within the family; learning about the family; learning for the family. Educational institutions may provide the conditions to enhance these aspects of family learning or learning for family living. In looking to the educational institutions, however, it should not be forgotten that the family itself is an educator.

The Vanier institute of the Family has pointed out the importance of expanding "our awareness as to where and how learning takes place and to highlight the key significance of the family as an initial, continuing and enduring context where learning takes place." (VIF, 1976, p. 2) Dr. Donald Brundage at the Family Learning Conference in Vancouver, November 1980 said:

> It is essential, if we are to work together for improved learning to take place within the family, that we see the family and the human beings who comprise it as individuals who can give direction to their own lives and who have the inherent capacity to learn what needs to be learned to sustain themselves and their families through the vicissitudes of living.

The OECD[1] countries are currently interested in the theme "The Educational Role of the Family", and particularly in "Educating the Parent as Educator". Documentation related to these themes has pointed out that owing to the persistent lack of progress in achieving the objective of fostering full participation in economic, civic and cultural life through high levels of education, there has been renewed interest in examining the whole social process of education and a rediscovery of the family as the primary educator of the young.

If the family is to be encouraged in its educational role, however, due consideration must be given to the economic and social conditions facing families. The changing role of women in society, for example, has serious implications for family support policies. With regard to women in the labour market and women's familial roles the following circumstances should be particularly noted:

(1) an increasing proportion of mothers of young children are in the labour market,

(2) without women's extra earnings, many families would fall below the poverty line,

(3) women's work is generally less well-paid than that of men,

(4) mother-led families are therefore among the poorest family group, and

(5) the labour market makes few concessions for women's role in family life.

The socialization of the young and the educative role of families may be impaired if attention is not paid to the above conditions facing families.

---

1 OECD = Organization for Economic Cooperation and Development. Documentation provided through the B.C. Council for the Family.

OECD has expressed particular concern for the following four kinds of families - single-parent families, families with both parents working outside the home, families disadvantaged in the labour market, and cultural minority families. Focusing on special groups, however, should not negate more general strategies to enhance all kinds of families in their learning activities. The key word here, is enhance. With the growth of the helping professions and new educational institutions, there are tendencies, and perhaps some dangers, in giving over to agencies too many of the functions or roles of families. Enhancement of family life and learning at all stages requires an integrated view of families and their life cycles, as well as cooperative community processes and supports in order to minimize 'band-aid' approaches.

In talking about the concept of family power, Dr. Ivan Cumming has said:

> Familial societies need familial advocates. Somehow the concept of the family as a unit of social influence needs to emerge at all levels to educate, to do research, to confront, to lobby, to experiment and to light flames of hope for people who expect new birth and new opportunities and expect that life will support them in their journey of being genuinely human. (p. 12).

There is a legitimate role for public educational institutions to play in this process. Institutions can promote and enhance families and their educational roles through contributing and supporting (a) environmental policies aimed at improving the contexts for familial life, and (b) informational policies involving innovative ways to inform professionals and lay people about families and children.

II. NEEDS ASSESSMENT

A. DATA SOURCES AND DEFINITIONS

This section has been based on demographic data related to families. The primary sources have been reports based on Census data and the 1976 Census bulletins published by Statistics Canada. Other data have been gleaned from additional materials and research reports.

Some Census definitions should be given in order to clarify the tables. In 1976 a Census family was defined as follows:

> A census family consists of a husband and wife (with or without children who have never married, regardless of age), or a lone parent, regardless of marital status, with one or more children (who have never married, regardless of age) living in the same dwelling. Persons living common-law are directed to report as now married on the census questionnaire. Such persons are therefore indistinguishable from those who are legally married and will appear as a husband-wife family in the census reports.

A household has been defined as follows:

> For census purposes, a household consists of a person or group of persons occupying one dwelling. It usually consists of a family group with or without lodgers, employees, etc. However, it may consist of two or more families sharing a dwelling, or a group of unrelated persons or of one person living alone. Every person is a member of some household.
>
> The census classifies households into two main groups: (1) the household which consists of one person or a small group of persons occupying an ordinary dwelling, usually spoken of as a private household; and (2) the "collective" type of household which includes hotels, large lodging-houses of 10 or more lodgers, institutions, hospitals or military camps, lumber camps and other establishments of a similar nature.

In analysing family trends, data prior to 1976 have been used. It is important to bear in mind, therefore, that the census family definition changed in 1976 to include common-law marriages. Another change was made in 1976 in reference to family 'heads'. The census now allows couples to choose whether the husband or the wife is officially 'head' of the household, in contrast to the former practice of automatically assuming the husband was 'head'.

B. FAMILY TRENDS IN CANADA

1. Number and Size of Families

Several recent studies or articles have charted changing family trends (Davids, 1980; Heath 1980; Statistics Canada, 1979; Wargon, 1979). The number of households and census families increased in Canada over the 1941-76 period (Table 1). In relative terms, however, the pattern of increase has been somewhat different for households than for families. "Census families showed the highest percentage increase in 1941-51 at 30.2% but the percentage increase in the number of families declined from that date and was not as high in subsequent decades nor was it as high as that for numbers of households" (Wargon, 1979, p. 19). If the most recent data are compared (1971-76), we find that the total increase in population in Canada was 6.6 percent, that households increased by over 18 percent and families by 13 percent. It is obvious from these data, that families are on the increase relative to the overall population, but that a dispersal process is operative as the number of new households is almost three times as great as the overall population growth. These greater increases relative to the overall population, resulted in smaller households and smaller families (see Table 1). In 1976 for example, the average family size was 3.5 persons. The increase in the number of households points to more people living independently and a decline in the number of extended families living under the same roof.

The 13 percent increase in the number of families in Canada between 1971 and 1976 is distributed across Canada as follows:

Ontario	33.7%
Quebec	27.7%
British Columbia	14.5%
Alberta	10.2%
Rest of the Country	14.0%

Thus, the numerical increase and distribution of new families tend to follow the distribution of the general Canadian population. However, the increase within each province shows a different pattern: British Columbia was the province with the greatest percentage increase in number of families over the 1971-76 period (18.4%).

2. Changes in Family Types

Table 2 indicates the major family types in Canada. The growth in number of all families, as previously discussed, is evident as is the dominance of the husband-wife family (90.2% of all Canadian families in 1976). It should be remembered, however, that the census definition of a family now includes legally married couples and 'common-law' marriages. It is not possible from the statistics, to distinguish between these two lifestyles.

The table also shows the marked increase in lone-parent families in recent years. If 1941 figures are taken as a base, it is apparent that the greatest increases have come about in the husband-wife families vis-a-vis the lone-parent families. Lone-parent families, on the other hand, have been increasing since 1956, with the greatest single increase occurring in the 1966-71 period. The 1941 and 1951 data are 'skewed' to some extent because of the Second World War and Korean War respectively, which increased the numbers of lone-parent families at that time. To gain a

better notion of family trends in 'peace-time', 1956 can be taken as a base year as in Table 3. This table then shows the greater growth of lone-parent families vis-a-vis husband-wife families since the 1966-71 period. It will also be noted from Table 2, that lone-parent families have increased their proportion within the total family group from 8.2 percent in 1966 to 9.8 percent in 1976. The women's liberation movement, sexual permissiveness, changes in divorce laws and adoptions by singles are some of the societal trends contributing to the growth of the lone-parent family. Davids (1979) has shown that between 1971 and 1976, father-only families decreased by 5.4 percent, whereas mother-only families increased by 23 percent so that in 1976, 83 percent of all lone-parent families were mother-led compared to 79 percent in 1971. This shift is accounted for, in part, by the relative ease with which divorced men are able to remarry and thus appear as husband-wife families in the statistics.

3. Lone-parent Families in Canada

One in ten families in Canada is a lone-parent family. These families increased by 17 percent between 1971 and 1976. Tables 4 and 5 give more detail on the composition of lone-parent families in Canada by marital status and age respectively. Table 4 shows the marked increase in numbers and percentage share of both divorced and never married lone-parent families between 1951 and 1976, although in absolute and relative terms, the widowed made up the greatest share of lone-parent families at all times. The increases in the number of both the divorced and never-married heads of families have shown remarkable growth in the 1966-1976 period. It will be noticed further, that the divorced heads are particularly numerous in 1976 and that the never-married heads declined slightly from the 1971 percentage share.

Table 5 shows the trend to younger family heads in both husband-wife and lone-parent families. The lone-parent family heads, however, show a more

remarkable increase in 'youth' over the 1956-1976 period. The growth in young lone-parent heads has diminished the share of older (65 years and over) lone-parents who presumably were mainly widowed.

Of all lone-parent families, 50.8 percent have only one (never-married) child at home, 27.1 percent have two children and 22.2 percent have three or more children. About one-third of these children are over 18 years old and most probably belong to the 'widowed' group.

On the other hand, among female lone-parent families, about one-third have one child at least, under 15 years of age. Problems facing female lone-parents can be acute because their earning power is less than that for men generally. For those who do work, finding suitable daycare facilities may present difficulties. For those who decide to stay at home to look after their children, many probably rely on social assistance. Many lone-parents of younger children will be competing with more experienced, older women who are re-entering the labour force after rearing their families. In addition, it is doubly difficult for many female lone-parents to return to school for further training because of the costs involved and because they are the breadwinners.

4. Wives in Husband-wife Families

About 600,000 married women entered the labour force between 1971 and 1976. These additional entries increased the female labour force to 2.4 million, which was almost one-quarter of the total Canadian labour force. In 1971, married women accounted for 20.5 percent of the labour force, but 23.7 percent in 1976. In addition, nearly two-thirds of all women in the labour force were married.

Another trend is that an increasing proportion of mothers in husband-wife families with dependent children are entering the labour force. The

percentage increase of such persons rose from 32.9 percent in 1971 to 41.0 percent in 1976, with the greatest increase occurring for mothers in the 25-34 year age group. Another increase has taken place in the number of childless wives entering the labour force, but the increases for this group between 1971 and 1976 were lower than those for mothers with dependent children.

5. Educational Levels, Income and Poverty

The average income for all families throughout Canada in 1976 was $19,000. There were provincial and regional variations from this norm, however. British Columbia had the highest average family income in 1976 -- $20,702. British Columbia, along with Ontario, also had over 40 percent of its families with incomes above $20,000.

Educational level is one of the important factors determining income. For example, in 1976, the average income of a family whose head had a university degree was $30,000. In contrast, those families whose heads had less than elementary schooling (0-8 years) had an average income of less than $15,000.

Table 6 indicates the number of Canadians living in poverty according to various poverty lines. Table 7 shows that, whereas in 1973 British Columbia had a low incidence of poverty among families and unattached individuals compared to Canada as a whole, by 1976 it had an increase in incidence of low-income families -- the only region in Canada to show such an increase.

More than one out of three working poor family heads in Canada have not completed grade 8 and another 29 percent have not finished high school (N.C.W., 1977, p. 3). Also, 36 percent of all lone parents in Canada have less than a grade 9 education (Heath, 1980, p. 24). Very often the

working-poor are labouring in non-unionized positions for long hours and low wages. Many of these people are probably exhausted when they get home and have little available leisure time. Hence, participation in traditionally delivered educational programs is low. Innovative strategies are needed to reach low-income families of all types.

6. Summary of Family Situations in Canada

From the census data discussion, the following points emerge:

(1) the family retains its role as a basic social institution in Canada;

(2) attitudes and actions within the traditional family form, however, are changing;

(3) there have been increases in voluntary family dissolution and family reformation as reflected in increased divorce rates (up 72.8 percent in 1976 over 1971) and remarriages;

(4) the number of couples having no children or a smaller number of children seems to be increasing;

(5) there is a growth in non-family households where people are forced to live alone, or with non-family or non-related individuals;

(6) there has been a substantial increase in the number of lone-parent families;

(7) more wives and young mothers are entering the labour force;

(8) there are sizeable numbers of low-income families, many of whom have low levels of education.

In sum, the emergence and growth of new types of living arrangements and lifestyles in the 1960's along with greater individual freedom and increased tolerance of individual choice, have resulted in greater diversity in familial relationships. However, the husband-wife family remains the dominant form of Canadian life.

C. FAMILY CHARACTERISTICS IN BRITISH COLUMBIA

A discussion of family trends in Canada has already revealed the following characteristics of families in British Columbia:

(1) It was the province with the greatest increase in number of families between 1971-76 (18.4 percent).

(2) It was the province with the greatest average family income in 1976 ($20,702).

(3) It was the only region showing an increase in the incidence of low-income families between 1973 and 1976.

1. Number and Size of Families

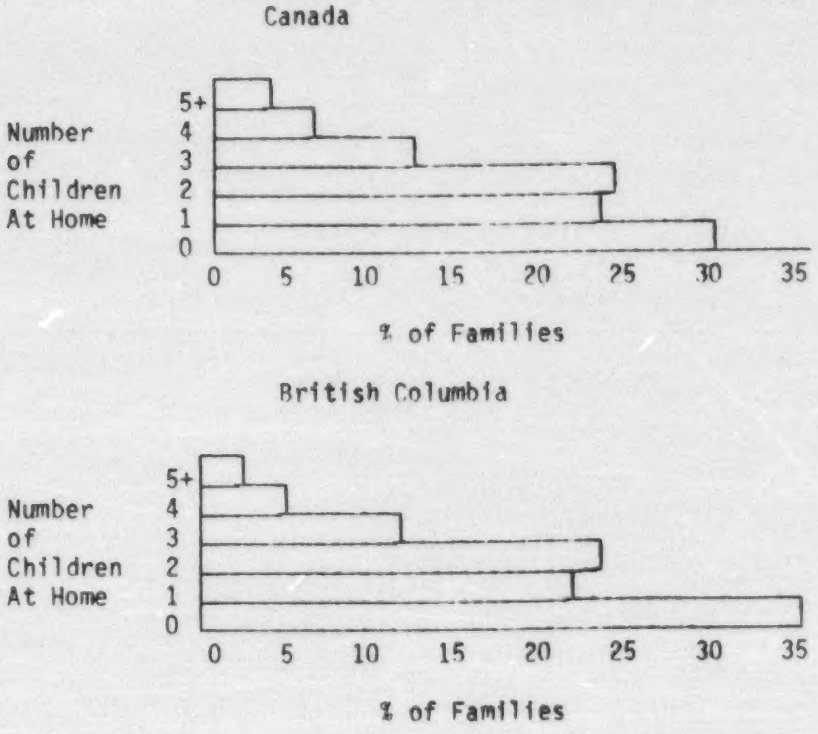
British Columbia shows similar overall trends to the country as a whole. That is, the percentage increase in private households is greater than the percentage increase in number of families which indicates a dispersal process, but the increases in households and families are both greater than the national average.

Table 8 also indicates the declines in average number of persons per private households, average number of persons per census family, and the average number of children per family. A comparison with Table 1, however, reveals that in each of these instances, British Columbia is below the

national average. In fact, the province has the lowest average number of children per family (1.4) in Canada, and the greatest percentage of families with no children at home (see Figure 1).

Figure 1

Percentage Distribution of Families by Number of Children at Home, Canada and British Columbia, 1976. (Source: Statistics Canada.)



2. Changes in Family Types

As with Canada as a whole, British Columbia exhibits an increase in the number of lone-parent families vis-a-vis the husband-wife families and a decrease in father-only lone-parent families. However, the percentage of lone-parent families in the province and the percentage of mother-only lone-parent families are slightly below the national averages (see Tables 2 and 9).

A comparison of Tables 4 and 10 for 1976 shows that British Columbia has a considerably higher proportion of divorced lone-parents than the national average (28.4 percent for B.C. compared with 20.5 percent for Canada as a whole). It also has a higher proportion of separated lone-parents and 'spouses absent' than the national average (35.7 percent for the combined categories in B.C. compared to 31.3 percent for Canada). In contrast, British Columbia's percentage of widowed people is considerably lower than the national average (29.8 percent compared to 41.2 percent for Canada).

Table 11 shows that there has been a reduction in the average age of family heads in the province for both husband-wife and lone-parent families in the combined 15-34 years age group. Compared with the national average, the reduction of age in lone-parents is much greater than that of the two-parent families. For lone-parents in the 15-34 years age group, the provincial and national percentages are 30.9 and 26.2 respectively. For husband-wife families in the 15-34 years age group, the provincial and national percentages are 30.6 and 32.4 respectively.

3. Urban/Rural Differences

Table 12 shows that rural families are larger than urban families both nationally and for British Columbia. The smallest families are found in

the urban centres over 500,000 in Canada as a whole (3.3 persons per family average), but in British Columbia the smallest families are found in urban centres between 100,000 and 499,999 persons (3.0 persons per family average).

British Columbia has a greater percentage of urban families than Canada as a whole for all family types, and considerably lower percentages of rural farm families of all types. The statistical breakdown of the mother-only families shows much higher urban percentages for Canada and British Columbia, with the province having a slightly higher percentage than the national average. The rural percentages for mother-only families, on the other hand, are considerably lower than for other family types. When rural mother-only families in British Columbia are compared with those for Canada as a whole, it can be seen that the percentage of rural farm mother-only families is considerably below the national average, whereas the rural non-farm mother-only families percentage is somewhat higher for the province than the national average.

The statistical breakdown of the father-only families reveals similar percentage distributions to husband-wife families, although both nationally and provincially there are higher percentages for this group in the rural non-farm settings than for husband-wife families. In the break-up of a rural marriage, or on the death of a partner, men are more likely than women to remain on the land, especially if it is the major source of income. This fact helps explain the different percentage distributions between mother-only and father-only families.

4. Educational Levels of Families

It can be seen from Table 13 that lone-parent family heads are not as well-educated as the husbands in husband-wife families for Canada as a whole. British Columbia has higher percentages of well-educated people

compared to the national average, but even so, one-fifth of all husbands in husband-wife families are undereducated -- that is, have less than grade 9 education. Slightly more than one-fifth of all husbands in husband-wife families have received university training.

Among lone-parent families, family heads are better educated in British Columbia than the national average, but again, one-fifth of female-parent family heads has less than grade 9 education and over one-quarter of male-parent family heads has less than grade 9. Among the lone-parents, there is a greater educational spread among the father-only groups than the mother-only groups, both nationally and provincially. Thus, in British Columbia, 27.5 percent of male-parents in lone-parent families have less than grade 9, and 18.5 percent have university training, whereas the comparable percentage for female-parents in lone-parent families are 19.7 and 14.6.

D. OTHER RESEARCH DATA ON FAMILY TRENDS

A recent report on teenage pregnancy and parenthood in British Columbia (Scambler, et al, 1980) has indicated that in 1977 and 1978 over half of the teenage births in the province are out-of-wedlock and that 75-80 percent of the mothers elect to keep their babies. The report has also shown an increase in the pregnancy rate of 23 percent to girls 14 years old and younger between 1972-78. It further showed that, in 1978, 8,000 teenage pregnancies were reported: slightly more pregnancies were terminated by abortion (3,899) than were carried to term (3,667), and the remaining pregnancies (434) resulted in natural miscarriages or still-births. These increases in pregnancies in young girls and in the number of teenage mothers have serious social implications. For the half who do get married, the implications can be as serious as for those who don't. The babies of young teenagers are also at risk. The costs of these trends and crises are ultimately shouldered by society at large to a great extent.

The Heath report (1980) has provided detailed demographic data on lone-parent families in British Columbia under the headings of: distribution of lone-parent families and children from lone-parent families; characteristics of lone-parent families; and characteristics of lone-parents.

From the various statistical services and reports, there is a good data base on family trends to aid program planners. However, the kinds of programs and family learning projects which are offered depend very much on local initiatives.

III. PROGRAM ACTIVITIES

A. CONTINUING EDUCATION ACTIVITIES IN THE PUBLIC EDUCATIONAL SYSTEM OF BRITISH COLUMBIA

1. Introduction

The mandate to provide a wide range of continuing education programs for adults is expressed in three acts. Under the Universities Act and the Colleges and Provincial Institutes Act, the provision of continuing education is mandatory, and it is permissive under the Public Schools Act. The Ministerial policy statement on Continuing Education provision recognizes three primary areas for part-time and/or short-term learner preparation for learning; occupational preparation and upgrading; and community and general interest education. It is under this latter area that family learning activities fall.

Community and general interest education include programs and activities directed towards social, cultural and personal development. Table 14 indicates that family learning activities come under both 'general interest' and 'community education' in the provincial records. The difference between the two groups should therefore be clarified.

In the Ministerial policy statement on the provision of community education and general interest education programs in the public educational system of the province, the following definitions are used:

> General interest education programs pertain to applied personal skills and effective use of leisure time for personal development. They seek to develop the individual's capacity to make effective use of leisure time and to create opportunities for adults to explore new interests and develop new skills.
>
> Community education comprises processes and programs by which individuals or groups are assisted to identify, assess, and meet their learning needs in order to improve the quality of community life. Community education programs contribute to the resolution of such issues as mental illness, pollution, metrication, parent education, and nutrition.

The Ministry recognizes a distinction between community education and general interest education for funding purposes. Both the umbrella policy on continuing education and the policy on community education and general interest education state that: "There shall be a differential level of provincial financial support dependent upon such factors as the nature of the clientele served and the program offered." Differentiation is as follows:

> Those programs which are primarily of community benefit will be supported by provincial grants to institutions and school districts so that programs may be offered on a tuition-free or low-fee basis. Those programs primarily of personal benefit will require tuition fees which make a significant contribution to the direct cost of instruction.

The Ministry acknowledges that although the benefits of general interest educational activities accrue primarily to individuals, such activities may contribute to the quality of life and the stability and satisfaction of the work force. In terms of family learning activities, for example, it could be argued that the family that plays together, stays together! Many courses, but by no means all courses, under 'general interest' in Table 14 are of this nature. Under humanities-related, for instance, most of the courses are related to French for families. Other courses encourage

intergenerational activities such as 'mothers and daughters', 'mothers and tots', 'parents and students woodworking', 'family gym' and so on. Such activities may contribute to family enhancement and thus, improve the overall quality of life. In some parts of the province, there may be few, if any, alternative providers of general interest education programs. To aid such isolated or rural communities, the Ministry's policy is to provide financial support, within established Treasury Board limits, for approved administrative costs and direct instructional costs to aid the participation of disadvantaged adults in general interest education programs.

Given the importance and benefits of community education programs to the social and economic life of communities in British Columbia, several steps have been outlined by the Ministry to enhance institutional continuing education efforts in this field, subject to financial limitations established by Treasury Board. These steps include: fostering coordination among the public education institutions; providing funding on an equitable basis for programs offered by authorized institutions; providing financial support on an equitable basis for community education coordinators employed by authorized institutions; funding for approved special projects aimed at needs identification and development of programs; and, assisting authorized institutions in the provision of in-service training for their community education staff.

2. Overview of Family Learning Activities in Public Educational Institutions in 1979-80

Table 14 indicates the distribution of family learning activities as coded by the various institutions and reported to the Continuing Education Division of the Ministry of Education. It will be noted, that although there is a distinct category and code for 'Family Life Education', over

one-third (35.2 percent) of all family learning activities have been classified in other categories. In these latter instances, it would appear that the classification has been made by the nature of the topic, but course titles reveal that they are in fact aimed at families or designed for family participation. Many of the social services related courses, for instance, could come under 'Family Life Education' as many course titles are indistinguishable from those under the family life education category.

In the family life education category, it should be noted that 298 courses or 86.1 percent are under the community education designation. However, from course titles alone, it is not possible in many instances to distinguish between the general interest and community education categories. The same title, for instance, may be classified differently by different institutions. All family life education coded courses (346) comprise nearly two-thirds (64.8 percent) of all family-related courses as shown in Table 14.

The subdivisions within family life education have been drawn up according to course titles, and are fairly self-explanatory. It is obvious that parenting courses dominate in the community education category -- just under half (48.6 percent) of family life education courses. Further, all community education family life coded courses (298) make up over half or 55.8 percent of the total number of family-related courses (534) in 1979-80. It should also be noted that 74.7 percent of the total of family-related courses (399) is under community education. It is worth pointing out that this clustering of family-related courses in community education took place before the publication and circulation of the Ministerial Policy Statements on Continuing Education and Community Education and General Interest Education. The latter statements were distributed in March and May of 1980 respectively.

Public educational institutions have helped family learning activities by also offering their facilities for family-related community meetings. In the 1979-80 academic year, Table 14 shows that 69 meetings were held in institutional facilities.

Further data on the family life coded entries for 1979-80 were obtained from a special computer print-out. This information revealed that continuing education divisions of the school districts recorded 4,277 registrations and 70,920 student contact hours for 203 cases and 270 sections compared to 3,560 registrations and 32,206 student contact hours for 159 cases and 204 sections recorded by the colleges. Greatest numbers of registrations in family life courses occurred in the lower mainland school districts and especially in Delta and Vancouver (over 500 each), North and West Vancouver (over 400 each). The Prince George and Quesnel school districts also had over 400 registrations. Among the colleges, Fraser Valley had over 800 registrations. It was followed by Okanagan and East Kootenay with over 500 and 400 respectively, while Northern Lights had over 350 and Vancouver over 300 registrations.

A breakdown of the total number of registrations (7,837) in family life coded courses revealed that 54.5 percent of the courses were offered by the institutions themselves, 44.3 percent were co-sponsored with agencies other than public educational institutions and the remaining 1.2 percent were contracted out. These percentages represent a very high degree of cooperation with community agencies in this programming area compared to other continuing education program areas.

The average fee per instructional hour for family life coded courses offered by the colleges and school districts in 1979-80 was .69¢ and the average instructional cost was .82¢.

3. The Continuing Education Special Project System

In 1977, the Ministry developed a special project system to assist local college and school district continuing education divisions in creating innovative or developmental projects within community education and adult basic education. Table 15 summarizes those projects related to family life education which have been undertaken since 1977-78, or are currently in progress.

4. Questionnaire Responses

Questionnaires were mailed to 120 continuing education personnel in the colleges and school districts. There was a response rate of 31.7 percent. Thirteen school districts replied and thirteen of the fifteen colleges responded. There were five responses from Fraser Valley College, three responses from North Island, Northwest and Selkirk, two responses from Okanagan and Vancouver. The remaining colleges provided one response each.

(a) School District Responses

Only one of the responding school districts had not directly offered family learning activities. Five of the school districts had offered family learning activities prior to 1970, a further six started programming between 1970-76 and one school district offered courses after 1977.

A wide range of programs had been offered by the school districts, but the emphasis overall appeared to be on parenting courses.

All but two of the school districts indicated that programming was a cooperative process in which local family centres and a variety of

community agencies were involved. Some of these latter agencies mentioned were Childbirth Associations, the Peoples Law School, local public health units and mental health associations, the RCMP and alcohol and drug abuse units. Of the two districts which had not undertaken cooperative program planning and implementation, one indicated that they would be co-sponsoring courses with the local family services agency in the fall of 1981. The other school district was one which had only been programming in this field since 1978.

Not surprisingly, when asked how program needs were determined, the most popular method for the school district personnel was by 'discussion with other community agencies'. 'Direct requests from the community' ranked second and 'felt need' ranked third, with nine and seven responses respectively. Five school districts indicated that some kind of community survey had been undertaken to determine program needs.

In answer to the question about apparent family learning needs - the needs of single parents were most often mentioned. Other needs mentioned several times included interpersonal and communication skills as well as stress and money management.

All of the school districts have developed working community relations with other community agencies in relation to family learning. One school district indicated that it would be expanding its relationships among additional community agencies. The kinds of relationships developed vary from sitting on the board of a local family life institute, to joint consultations on program needs, to co-sponsorship of program activities, to advertising the programs of well developed family life centres.

The school districts ranked 'offering of courses' as most frequently provided service in family learning activities. This service was followed by: 'provision of facilities', and 'subsidizing course costs'. 'Acting as resource centres' and 'organizing workshops' were ranked next and the lowest ratings were given to 'the development of course materials' and 'instructor training'. Under the 'other' category, some school districts mentioned advertising other community agency courses.

Several of the school districts felt that they were already fully involved in family learning activities and had no further comments to make. Other districts, primarily in more rural locations, indicated that additional financial resources were necessary to undertake community development, building and support activities, especially in order to attract and encourage the most disadvantaged group of adults to family learning activities. Babysitting services and arrangement of car pools were mentioned as being necessary for some parents. Several respondents mentioned the need to try innovative ways of reaching people. Some respondents felt that more co-sponsorship of program activities with local agencies would increase programming activity. One respondent pointed to the need for a province-wide approach to curricula and leadership training because of the greater amount of material and expertise now existing than formerly.

(b) College Responses

Twenty college respondents indicated they were involved in program activities related to the family. Five indicated they were not involved, two of these respondents were from rather specialized campuses where the wider range of community education courses were not offered. One other respondent indicated courses were planned for the

fall of 1981, although there were no trained instructors available at present and there was uncertainty about the actual demand. One other respondent's reason for non-involvement in this field was the locality served by the campus. The fifth respondent indicated there was no staff, time, or budget to arrange such activities.

Several college respondents were not sure when their college began programming in the field. This situation was partly due to their own recent arrival at the college. Of those respondents who were able to provide a starting date, three indicated family learning program activities started before 1977 and eleven indicated programs had begun in 1977 or later.

Program offerings were very varied among those colleges involved in this program area. A sample list of course titles offered by one community college is given in Appendix II. Twenty respondents indicated that outside community agencies were involved in program planning and/or implementation of these activities. The kinds of agencies named were similar to those listed by the school district respondents. The determination of program needs followed a similar pattern to the school district responses -- that is, 'discussion with other community agencies' was most frequently mentioned, then 'direct requests from the community', and 'felt need' was in third place. Twelve respondents indicated they determined program needs through community surveys.

The college respondents, like the school district respondents, emphasized the learning needs of single parents as being apparent in their communities. Other frequently mentioned needs related to child care, nutritional matters, and 'abuse' patterns -- child, sexual, drugs and alcohol. The needs listed appeared to deal more with

crisis kinds of situations rather than developmental and preventive kinds of programs compared to the school district responses, although all elements are reflected by each programming group of respondents.

In ranking the most frequently provided services in relation to family learning, the college respondents gave the highest rating to 'the provision of facilities' but this was closely followed by: 'offering courses', and 'organizing workshops'. Much lower-ranking items were: 'acting as resource centres', 'subsidizing course costs', 'providing instructor training' and 'developing course materials'. The differences in responses between school district personnel and college personnel then reveals a higher priority towards workshops by the colleges than the school districts. This situation would help explain the much lower student contact hour total in the colleges when related to the number of registrations and compared with the school districts, as given earlier (p. 25). School district respondents placed a higher priority on subsidizing course costs than did the college respondents. This situation reflects the different funding mechanisms for continuing education which exist between the colleges and school districts.

Both groups of respondents ranked instructor training and the development of course materials as the least frequently provided services. In the 'other' category, several respondents singled out advertising courses as the most frequently provided services. These respondents were very closely linked to local family agencies or centres which were offering their own programs.

In order to become more involved in family learning activities, eight college respondents indicated that more money was needed in order to hire an extra staff person to do the developmental work related to: needs

identification, community animation among 'hard-to-reach' groups, setting up a resource centre, developing materials and conducting leadership training workshops.

5. University Activity

The University of British Columbia

Data provided by the Centre for Continuing Education reveal considerable program activity in family-related subjects over the last three years (see Table 16). The kinds of activities offered by the Centre include short courses (usually held over a weekend), a program series which runs for several weeks, and single lectures. The majority of these activities are offered on campus and delivered by non-faculty instructors. Fees are generally charged for most activities, although some off-campus lectures have been free of charge. Lectures have the lowest fees attached to them while the average fee charged for a series or short course ranges from $30 to $62. Course titles reveal that the topic emphasis is geared to children in a variety of settings and circumstances.

The University of British Columbia also offers family-related courses in many of its faculties and departments. There are more than a dozen faculty members engaged in family studies and research.

Simon Fraser University

This university is currently housing the Canadian Society for Information Children. The chairperson of this society is a faculty member in the psychology department of the university. The work of Information Children will be mentioned later. The university also offers evening interdisciplinary credit courses on family development.

The University of Victoria

This university has begun to offer special programs on the family during the summer session. In the summer of 1980 a workshop on "Family Issues in Canada" was offered and a summer Institute in "Family Life and Sex Education" has been planned for the summer of 1981. The Institute is planned for professionals in the field and may be taken for credit or for audit.

B. COMMUNITY ORGANIZATIONS' PROGRAM ACTIVITIES

1. B.C. Council for the Family

Origins

The B.C. Council for the Family is a registered non-profit society incorporated under the Societies Act of British Columbia on March 23, 1977. The decision to establish the Council as an ongoing organization was made at the final session of the B.C. Conference on the Family in 1976. The B.C. Conference on the Family consisted of a series of meetings, sponsored by the provincial government, community and religious leaders in 1975 and 1976. More than 90 recommendations concerning many aspects of family life were developed. These recommendations have formed the basis for the Council's programs.

Activities

The goals of the Council are to prevent family breakdown, support families in their struggle to survive, and strengthen family relationships. At a community level, members and branches of the Council develop activities such as: Parent Study Groups, Mother's Time Out, and Single Parent Support

Groups. On a provincial basis, the Council promotes weekly Family Time get-togethers, encourages the development of Self-Help Groups for parents, develops Information Networks for community services, and acts as a Clearing House for information about family programs. In addition, the Council promotes May as Family Month. Kits have been prepared and distributed to community agencies and members to help focus attention and activities on families during this time. The Council also puts out a quarterly Newsletter and other brochures.

Course Development

The Council has either developed or is in the process of developing several family related courses. The Marriage Preparation Course Guide was prepared by a Council Task Group in Nanaimo which was made up of community and church representatives. It was funded by the Anglican Foundation of Canada. The course was published in 1980. Three other courses have been jointly developed by the Council and Family Services of Greater Vancouver with funds from the MacMillan Family Trust. These courses are: New Parents Handbook (already published); Parents of Toddlers (in printing); and Marriage Enrichment (in preparation).

Structure and Finances

The provincial government supports the Council by providing office facilities and paying the Council's two staff persons, an executive director and a secretary. The Council is a membership organization and membership fees directly support the Council's programs and activities. Members include religious bodies, ethnic groups, businesses, families, government and private agencies, community organizations and individuals. The Council has a Board of Directors, some of whom are appointed by religious bodies, community organizations and the political parties,

while others are elected at the Annual Meeting to represent branches and regions in the province.

Cooperation with Public Educational Institutions

The Ministry of Education has cooperated with the B.C. Council for the Family in distributing the courses it has developed. These two organizations also sponsored a conference "Working Together for Family Learning", in Vancouver in November 1980. Some individual colleges have worked with local Council group members to sponsor leadership training weekends on the Marriage Preparation Course. The first training event was held in Prince George at the end of October 1980 and was sponsored by the Christian Counselling Centre and the College of New Caledonia. Other workshops have been held at Selkirk College, Castlegar and at Northwest Community College, Terrace.

A short questionnaire related to the Marriage Preparation Course was circulated to continuing education coordinators in the public educational institutions in the fall of 1980. Of the thirty-seven respondents, one-quarter had already offered the Marriage Preparation Course while one-half were planning to do so. Half of the respondents indicated that a community advisory committee on Marriage Preparation had been formed and that they were participating in such a committee. About one-half of the respondents felt there was a need for leadership training for instructors as well as for further course materials. Some respondents expressed the need for more materials relating to single parenthood, common-law marriages, and the economic and legal implications of marriages.

Generally, the course appeared to be well received by the colleges and school districts but recommendations for the future might include pre-

testing in the field, followed by orientation and training workshops for instructors and evaluation of the curriculum.

2. Questionnaire Responses from Family Agencies

An address list of family agencies was obtained from the B.C. Council for the Family and a brief questionnaire, similar to that sent to the continuing education personnel, was mailed to eighty-one agencies. Twenty-three agencies responded, a response rate of 28.4 percent.

Of the respondents, only two were not involved in offering family learning programs. Of the other agencies, two had been involved in programming before 1970, a further six started programming between 1970 and 1976 and eleven started programs after 1976. Two agencies did not give a date.

Among the twenty-one programming agencies which responded, only nine were in the lower mainland area of the province. The other twelve were distributed as follows: five on Vancouver Island, two in the Fraser Valley, one in the Peace River District, three in the Okanagan area and one in the southeastern part of the province.

The course titles and activities provided by the responding agencies cover a wide range of topics, but the emphasis is on parenting and support of families through their various stages of growth and change. One agency, for example, regularly offers a variety of parenting programs throughout its community for parents of all ages as well as for age-specific groups such as parents of babies and toddlers, and parents of teens. The same agency offers short courses and workshops for couples and a series of personal growth workshops under the heading 'Change and Challenge'. Course titles under this heading include 'Growing through Grief', 'Separating and Looking to the Future', 'Adult Children, Aging Parents. Another family

life centre offers course titles such as 'The New Parenting Person', 'Living with Teens', 'Parent Survival', 'Parent as a Single Person', 'Building New Families out of Old'. Many groups offer 'Systematic Training for Effective Parenting' (S.T.E.P.), and other agencies aligned with the Adlerian school offer courses based on the work of Rudolf Dreikurs, such as 'Children the Challenge'. Some of the agencies offer topics of general applicability to family life such as consumerism and legal awareness.

Of the twenty-one programming agency respondents, fifteen indicated that they had cooperated with other community groups in program organization. These groups included agencies and organizations such as recreation centres, community schools, Ministry of Human Resources local offices, mental and public health groups, churches, local hospitals, and so on. Eleven of the agencies indicated there had been cooperation between themselves and local continuing education services of school districts and colleges in organizing family learning activities. An additional four agencies indicated they had had contact with continuing education divisions in relation to family life activities. Five agencies indicated that the continuing education divisions provided space facilities and advertising services for their programs. One agency had cooperated with its local college in a leadership training event. Three agencies indicated they worked very closely in a cooperative partnership with their local continuing education services. One agency indicated a tie-in with its local college through the continuing education director who was also a board member of the local agency. One other agency was exploring the possibility of closer cooperation with its local college, and another agency which had cooperated with a college in the past was going to be moving into joint programming with the local school district's continuing education division.

Of the additional four agencies who had had contact with continuing education divisions, three indicated that it was for a specialized event usually associated with training professionals. One other agency indicated that a group of community agencies now met once month as a result of the Family Conference held in Vancouver in the fall of 1980. The local college personnel had taken the initiative in arranging these meetings.

Eight agencies indicated they had had no contact with local continuing education divisions in relation to family learning activities. Four agencies did not elaborate on this situation. Of the other four, two indicated that they preferred to be on their own or to use local elementary schools. The other two, both in the same college area, indicated that there were no liaison avenues with the local college personnel.

In answer to the question about how program needs were determined, twenty respondents indicated 'felt need' through observation and knowledge of the community. Eighteen indicated 'discussion with other agencies' and seventeen indicated 'direct requests from the community'. Five agency respondents indicated 'community survey' and one other agency indicated that they used their own counselling statistics to identify problem areas for programming activity. Some of the agencies indicated that the participants themselves identified further program topics.

In identifying learning needs of their communities, the range of parenting courses constantly recurred, but many agencies identified areas such as debt counselling and money management while others stressed the need for courses on communication and interpersonal skills within families. Some concern was expressed that programs often did not reach the people who could benefit from them.

When the agencies were asked to identify ways in which the public educational institutions could help them in the provision of family learning activities, the following results were obtained:

acting as resource centre	18 responses
providing leadership training	16 responses
providing facilities	15 responses
offering courses	12 responses
organizing workshops	11 responses
developing course materials	7 responses

Responses in the 'other' category indicated that colleges and school district continuing education personnel may be able to help in devising strategies to reach low-income and other 'disadvantaged' families, in providing practicum students to help with program activities, in generating awareness of local needs and program provision through their publicity mechanisms and identifying new program needs.

In the general comment section of the questionnaire, some agencies also indicated that they would like assistance with program evaluation and funding for special projects such as publications. Several agencies indicated the importance of ensuring that duplication of services and courses did not take place. The importance of family learning was stressed by many agencies. Concern for 'disadvantaged' and 'unreachable' families was expressed by many. Some indicated that there needed to be more stress on self-help programs for these families before they could participate in family development activities.

Telephone Interviews

Several people indicated that they would like to talk with the researcher. These people were contacted by telephone. In addition, several other

community or agency people were contacted by telephone. These interviews were invaluable in obtaining a clearer sense of the work of the community agencies and their particular foci and concerns. Among the agencies represented were family life education centres with strong links to the Adlerian psychological 'school'; family places which are 'drop-in' centres for supporting and promoting family health through a wide variety of courses and programs; pastoral counselling services; family and community service agencies; and other groups. A summary of the work of some of these groups will be given to provide a 'snapshot' of the kinds of activities being carried out at the local level throughout the province. A list of those people who provided specific information is given in Appendix II.

C. EXAMPLES OF SPECIFIC PROGRAM DELIVERY MODELS

1. Information Children

Information Children is an information centre run by parents and students of child development with the help of an advisory committee from a support group called Parents for Information Children. The centre tries to help parents by providing them with whatever information they need in bringing up their children. Its focus is on babies and pre-school children, but it also supplies information on school age children. A booklist and other pamphlets related to parenting and activities for children have been produced and are distributed to those requesting them. The centre is open 9:00 a.m. to 4:30 p.m. on weekdays and is located at Simon Fraser University.

Information Children sponsors meetings and offers parenting groups in neighborhood centres. In the past two years, 22 parenting groups have been conducted. In the spring of 1981 parenting groups were being offered in East Vancouver, New Westminster, Burnaby and Coquitlam. The groups

have been designed to help families with low incomes and limited education cope more effectively with parenting. The location of the groups in the neighborhood helps women in that area get to know each other, encourages attendance by those who do not have transportation and helps the women develop their own support groups. The parenting sessions are free as are the childcare and refreshments for the mothers and the children. The number of parents attending any one group has varied from four to twenty-one, with the average group size being eight. Initially, a series of three sessions was offered, but because of parent demand, sessions were offered for as long as the parents wanted them. The number of sessions ranged from three to eleven with six being the average. Most of the participants were mothers, many were single parents.

The meetings are led by two co-leaders, and the childcare is supervised by a third worker. These three people are mothers themselves who are trained in child development and communication skills. The idea of co-leaders is to facilitate discussion among the participants who may not be used to expressing themselves in a group. It is usually possible for a participant to identify and feel comfortable communicating with one of the leaders. Co-leaders are also able to complement and support each other in their roles. They share observations and keep a logbook of the meetings of each group to help evaluate the effectiveness of the discussion groups. The leaders' approach is one of parent-to-parent. The sessions give parents an opportunity to share problems, become aware of new information and relevant resources and develop their own support groups. The sessions last for two hours and the team remains for individual counselling for an additional half hour.

The provision of free childcare has several advantages. Not only does it encourage attendance and permit the childcare worker to observe the children and share these observations with the co-leaders, but it also

allows the parents to see their children with others of similar ages. Parents are thus given concrete examples of age-appropriate behaviour which helps the parents put their own children's behaviour in perspective and allows the workers to make the mothers aware of any developmental irregularities which may have gone unnoticed.

A variety of indicators are used by the co-leaders to determine the effectiveness of the groups. At the end of each session the observations of all three workers are shared and are used in preparing the subsequent sessions.

2. Discovery School for Parents

Another parenting program model is that which has evolved at Discovery Elementary School, Surrey. The elementary school was established in September 1973 with parents and teachers committed to "working together" to educate their children. In the fall of 1975 the school staff hired family educator Edna Nash to instruct them about the Democratic Model of Education which involved parents. Subsequently, staff members of the school attended Adlerian workshops at the University of British Columbia and elsewhere. In July, 1977 a group of staff members and parents met with Achi Yotam from the Alfred Adler Institute, Tel Aviv, Israel, and learned about the School for Parents in that city. The group committed themselves to starting a School for Parents at Discovery in September of the same year.

Discovery School for Parents has been in existence now for four years. At first, Edna Nash conducted the leadership training sessions for parent leaders and teachers, but as parent leaders were trained and became capable of handling the sessions, the School functioned under their leadership. Parent leaders work in pairs and conduct small discussion groups. A playroom for children is supervised by leaders while the parents attend the discussion groups. A lending library for parents was established and

parent leaders and teachers attended courses and workshops together. In January 1979 the staff of Discovery Elementary School received the provincial Hilroy Award from the B.C. Teachers Federation and the National Hilroy Award from the Canadian Teachers Federation for an outstanding education project.

The School for Parents offers eighteen sessions on Thursday evenings through the school year. In September 1980 ninety parents enrolled for the group. Special interest groups for parents of 'the diaper set', 'teenagers', and 'preteens' were also offered. Guest speakers attend some of the sessions. There are fees to attend the groups and for purchase of materials.

The keys to the success of the School for Parents are seen by the leaders to be as follows:[1]

- teachers and parents are committed to working together and actively promoting the continuation of a preventative and supportive program for parents;

- parents and teachers attend the same workshops and courses;

- parents and teachers have learned and are using the same techniques to help children learn to become caring, contributing, cooperative members of society;

- teachers and parents give voluntarily of their time for no remuneration;

- parents and teachers use the school as a home base while learning to function together as a team to which the children also belong.

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1 Source: Correspondence from Mary Quenshaw to the researcher.

3. Capital Region Branch of the B.C. Council for the Family

This branch of the Council is very active in its outreach work among families in the Victoria area. It is currently providing information and support to families through a course on child development and the development of new parent discussion groups respectively.

The course on child development is entitled Rediscovering Nature's Plan for Our Children which is a four part course tracing the development of children from conception to late adolescence. In 1978, 22 families registered. By 1980, 88 families had registered. Registration is minimal ($2.00 per family) and babysitting cost is reimbursed, if necessary, so that all families can afford to take part.

The New Parent Discussion Groups have grown from two groups in May 1979, to 13 groups involving over 150 families by the spring of 1981. The groups meet for one and a half hours during the day once a week, on an ongoing basis in neighborhood centres. There are 10-12 parents in a group with a volunteer group leader. Babysitting is provided in a separate room while the parents meet. The groups are aimed at parents with children three years and younger. There is a group for young mothers (teenage parents), as well as a single mothers' group. The meetings are free of charge and are designed to meet group needs.

A newsletter is put out for the groups, and there are monthly Speakers Nights to which spouses and friends are invited. The Branch has to raise its own funds to make these programs possible. Part-time coordinators do the organizational and developmental work.

4. Malaspina College's Community Education Associates

As has been outlined in this report, there are many cooperative efforts between programming agencies in the voluntary/private sector and the public educational institutions. The fear of duplication of services and the need for community outreach and feedback resulted in a new approach to community education by Malaspina College in Nanaimo. Cooperative action has been encouraged by the hiring of community education associates. The job description for these persons is as follows:

> Community Education Associates are individuals who generally reside within the College Region and have a particular area of expertise. Their knowledge and experience are a valuable community resource that can be an integral component of the design of courses and programs in Community Education... As employees of Malaspina College they act as a significant link in identifying the expressed needs of individuals, agencies and other organizations and in developing a cooperative and collaborative interaction between such groups and the College. As members of the Community they are able to promote a greater understanding of the resources at the College or available through the Community Education Department. Community Associates are an integral part of the consultative process between College and Community and an important part of assessing the accountability of courses, programs and services provided by Community Education.

In the area of Human Service/Family Life, the present community education associate is employed by the Nanaimo Family Life Association. Associates are paid a monthly honorarium, but should they teach a course for the college they are hired at the appropriate scale. Other support services are provided to the Community Education Associates to aid them in their work.

Nanaimo has as many as ten to twelve agencies who have provided or are providing program activities in Family Life Education. The courses are collated and advertised in the college calendar as a community service.

Many of the private agencies entered into educational programming to provide a preventative alternative to their remedial counselling services. Cooperative efforts with continuing education services of colleges or school districts leave open the possibility of freeing some time and resources to attend to more community building and developmental work.

5. Community Learning Centre, Fort St. John

Fort St. John is one of the campus centres of Northern Lights College which covers the northeast section of the province. The North is affected by two major problems in the area of mental health. Firstly, the climate and commerce of the area creates difficult living conditions involving absentee husbands, alcohol and the stress of a boom or bust economy. Secondly, many of the expected amenities of life are lacking, with the consequence that there is a frequent turnover of mental health professionals if they can be attracted at all.

In 1976, many persons seeking career counselling at Northern Lights College enquired about programs leading to careers in helping professions. Many of these individuals were mature family oriented persons who had a commitment to the life of the small Northern Community with which they were familiar. These people shared the characteristic that they had neither the desire, nor the opportunity to journey south to receive any training in social service related professions. Some of these individuals were currently employed in a helping profession; others were not.

The need for counselling in the North and the interest of many laymen in the job of helping others led Northern Lights College to study the feasibility of implementing a program leading to a certificate in counselling. This feasibility study took two forms: firstly, the investigation of the effectiveness of "Lay Counsellors" and secondly, specific inquiries to community agencies familiar with Counselling needs.

The results of the study were positive on both counts and a Lay Counselling Training Program was designed in cooperation with the University of Victoria. This program called for training twenty counsellors in two semesters. In the meantime, interested citizens from the community, agencies and organizations formed the Community Learning Centre Society. Two of the directors appointed by the advisory board were from the Northern Lights College Faculty. These people were also in charge of the Lay Counselling Program. The program is now in its third year and has produced a core of volunteer community counsellors who work under the Community Learning Centre Society.

The terms of reference of the Society are intended to allow anyone seeking personal growth to utilize the existing resources or to work at creating new ones. The Society, as a private agency, is associated with the B.C. Council for the Family. The college's Community Education Department offers support to all areas of family education and activities. The Counselling Division, however, is the backbone of the Community Learning Centre. All trainees who complete the 90 hours lay counsellor training as well as the 30 hours of supervised counselling and who have attended additional workshops receive a Northern Lights College Certificate in Counselling. Upon certification, graduates may:

- seek Counselling opportunities in the community;

- organize special groups in the Community Learning Centre, (i.e. Marriage Counselling, Family Counselling, Drug and Alcohol Counselling); or

- become volunteer counsellors for individuals or families in the Community Learning Centre.

Thus has come about the partnership of Northern Lights College and the Community Learning Centre - two organizations working together to help people, strengthen families, and build the community.

D. SUMMARY STATEMENT

It is obvious that although not all program activities and delivery models can be documented in this paper, and despite incomplete returns to the questionnaire mailings, there is a wealth of activity and experience in the province in family learning activities. There are, however, some commonly expressed and perceived needs which must now be addressed.

IV. SUMMARY AND RECOMMENDATIONS

The family is expected to perform such essential societal roles as protection, nurturance and renewal for family members. We have seen that a wide range of familial groupings has evolved in contemporary society, but that statistically, the husband-wife family is predominant in Canadian society. The increase in the number of lone-parent families, however, is a trend which cannot be ignored and presents a challenge, along with the diversity of other familial relationships, to adult educators who must attempt to meet the requirements of such a varied clientele.

The changing roles of women in society are necessarily having an impact on family life and are forcing changes in other sectors of society. Male and female roles within the family are becoming more transferable than formerly; mothers in the work force raise issues around daycare; women with grown children may seek further educational upgrading and vocational training. Technological changes impinge on home and family life as well as the larger community. The coming telecommunications revolution will provide new circumstances for change and growth. Adult and family life educators may facilitate the acquisition of the necessary skills and knowledge required by family members to help them in their essential roles in a changing society.

The ad hoc Advisory Sub-committee on Family Learning is agreed on the necessity of supporting and promoting healthy familial groupings within our communities. It realizes the importance of a wide range of family learning activities in enhancing familial life. Such learning activities may include: learning within families; learning activities for families; learning about families by family members, professionals and paraprofessionals. There is a vital role for the public educational institutions to play in the provision of such learning opportunities in cooperation with local agencies. The Sub-committee's recommendations therefore are aimed at three levels:

1. The Ministry of Education,

2. The Ministry of Education in cooperation with the B.C. Council for the Family, and

3. The local decision makers of the public educational institutions.

1. Recommendations to the Ministry of Education

a. The Ministry of Education undertake to provide leadership in the field of family learning activities by encouraging and supporting the public educational institutions in making family learning activities a priority program area.

The Ministry of Education has developed a policy statement on Continuing Education as well as one on Community Education and General Interest Education. It is apparent from the statistics and questionnaire responses that there are variations in data reporting among the public educational institutions in relation to family learning activities. It has been pointed out in this paper that many identical course titles are regarded by some institutions as belonging to 'community education', while other institutions considered them to be 'general interest'. Distinctions between these two groups need to be clearly drawn because of the differential funding provisions for community education programs generally and for general interest education programs in specific localities.

There are two further points related to data reporting which the Sub-committee feels should be made. Firstly, several institutions offer intergenerational activities or learning activities for the whole family and some institutions offer program activities for children. The continuing education divisions of the public educational institutions

are not given any 'credits' for programming which includes children. Secondly, co-sponsorship of programs by two public educational institutions is not credited statistically to both institutions. These situations provide disincentives to community programming efforts and such practices may adversely affect the provision of family learning activities.

It is therefore recommended that:

b. The Ministry of Education develop more specifc guidelines consistent with present policy to clarify existing practices as they relate to family learning.

At present, within the Continuing Education Division of the Ministry of Education, there is no provincial Coordinator for Community Education. The Sub-committee feels strongly that within community education, family learning activities should be a priority area, and is one in which cooperative initiatives should be undertaken with the B.C. Council for the Family and other family-related organizations.

It is therefore recommended that:

c. The Ministry of Education appoint a Community Education Coordinator, within the Continuing Education Division, who would have a primary responsibility for family learning activities.

The field of family learning activities in the province, although richly diverse, is marked by a high degree of cooperation between local community organizations and the public educational institutions.

It is therefore recommended that:

d. The Ministry of Education appoint an on-going Provincial Advisory Committee on Family Learning to include representation from agencies such as the B.C. Council for the Family. The role of this Committee would include: providing linkages among the various agencies and networks with an interest in, or working with families; keeping current with new developments and trends which affect family learning; and disseminating information on same.

2. Recommendations for joint action by the Ministry of Education and the B.C. Council for the Family

The B.C. Council for the Family was founded in response to some very clearly expressed needs in the mid 1970's. It has acted as a clearing-house and linkage for family agencies and groups interested in working with and learning about families. In answer to specific program needs, it has been responsible for facilitating leadership training and the development of course guides and manuals. These activities are legitimate educational activities. The B.C. Council for the Family works on a limited budget and has to approach outside funding sources for program development work. Leadership training and the development of course guides and curriculum materials were identified as being of high priority by many program coordinators within the institutions, and the agencies. The activities of information-sharing, networking, leadership training and curriculum development are all vital ones in enhancing family learning activities.

It is therefore recommended that:

a. The Ministry of Education and the B.C. Council for the Family work cooperatively to facilitate lay and professional leadership training in the province for people working with or willing to work with family groups in learning activities.

b. The Ministry of Education and the B.C. Council for the Family undertake to facilitate the development of curriculum materials and programs related to family living and learning. It is particularly recommended that the two agencies pursue ways of using less traditional educational delivery methods such as KNOW (Knowledge Network of the West), OLI (Open Learning Institute) and local cable television channels to increase the accessibility of family learning opportunities for all family members. Community support for such learning opportunities could be fostered through the networks of the B.C. Council for the Family and the local educational institutions.

c. The Ministry of Education and the B.C. Council for the Family jointly undertake to develop a provincial clearinghouse which would provide information on family life courses, programs, and centres; acquire research findings and documentation; develop a bank of resource people; and publish a Family Learning periodical.

3. Recommendations for action by the Boards of the Colleges and School Districts

Many colleges and school districts are involved in the provision of family learning activities in conjunction with their communities. Some, however, have not yet entered the field, or are just exploring the possibility. Several of the individual campus centres of the colleges indicated that budgeting and staffing problems made it impossible to undertake the necessary development work to lead into family learning activities.

Many of the private agencies indicated their own precarious financial situations and how funds were needed for special projects such as training and publications. Some of the agencies also expressed the desire to have their local college or school district act as a resource centre. In the more remote and isolated parts of the province the need for such aid and facilities was particularly stressed. The lack of local trained leaders and the necessity of importing people from the Lower Mainland 'at great expense' was stressed as being a difficulty faced by would-be programmers. In the Lower Mainland, some agencies which have been involved in family learning for a number of years, expressed concern about lack of funds to publish a course outline, or issue a newsletter. Despite a high level of interagency cooperation with public educational institutions in many localities, there are still some areas where more cooperative efforts could be fostered.

It is therefore recommended that:

a. **The Boards of Colleges and School Districts undertake to promote and enhance family learning activities at their local levels by encouraging cooperative linkages with existing family life centres and agencies and by offering the facilities and services of their institutions in all phases of program development and delivery including the use of the continuing education project system.**

The Sub-committee has recognized that there are certain systemic inequities which face part-time learners, and may be disruptive to families. Evening courses, for instance, do not generally attract shift workers; transportation difficulties and lack of daycare provision may discourage homebound parents from participating in learning programs offered at educational institutions; sometimes part-time learners are faced with paying higher fees per instructional hour than full-time learners.

It is therefore recommended that:

b. **The Boards of Colleges and School Districts structure policies so that families are reinforced rather than disrupted in their learning activities. Special consideration should be given to flexible and supportive program measures in the interest of equity and access for all potential learners.**

Summary

Families are the backbones of our communities. If we are to live in a familial society, families should be encouraged to develop their learning potential. In the final analysis, individual adult learners and their families make the ultimate decisions about their own learning. The role of adult and family life educators is to help families in their quest for developing their potential through learning in order to enhance the quality of life for all.

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APPENDIX I

TABLE 1

Total Population, Private Households, Census Families, Average Number of Persons per Private Household and Average Number of Persons and Children per Census Family, Canada[1]. 1941-71.

Census Year	Total Population[2]	Private Households		
		Total[3]	Persons[4]	Average Number of Persons
1941	11,489,263	2,575,744	n/a	4.3
1951	14,009,429	3,409,284	13,572,465	4.0
1956	16,080,791	3,923,646	15,447,656	3.9
1961	18,238,247	4,554,736	17,612,145	3.9
1966	20,014,880	5,180,473	19,405,615	3.7
1971	21,568,310	6,041,305	21,033,625	3.5
1976	22,992,604	7,166,095	22,412,000	3.1
		Census Families		
	Total	Persons	Average Number of Persons	Average Number of Children[5]
1941	2,525,299	9,937,986	3.9	1.9
1951	3,287,384	12,216,103	3.7	1.7
1956	3,711,500	14,077,213	3.8	1.8
1961	4,147,444	16,095,721	3.9	1.9
1966	4,526,266	17,681,728	3.9	1.9
1971	5,070,680	18,852,110	3.7	1.7
1976	5,727,895	19,783,200	3.5	1.6

1 Includes Newfoundland from 1951.
2 Includes Yukon and Northwest Territories from 1951 for all factors considered expect 1951 households.
3 Figures for all years exclude collective households.
4 The number of private households is equal to the number of occupied dwellings for 1956; hence, the number of persons in occupied dwellings is used.
5 Number of children refers to children 24 years and under enumerated at home.

SOURCE: Sylvia T. Wargon (1979, p. 33) Table 2.1A (Modified); 1976 Census of Canada, Bulletin 3.2, Table 1 and Bulletin 4.4, Table 11.

TABLE 2

Husband-wife and Lone-parent Families, Canada, 1941-76

Type of Family	1941	1951	1956	1961	1966	1971	1976
Total families .....No.	2,509,664	3,287,384	3,711,500	4,147,444	4,526,266	5,070,680	5,727,895
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Increase %[1]	100.0	131.0	148.0	165.0	180.0	202.0	228.0
Husband and wife both at home .....No.	2,202,707	2,961,685	3,393,061	3,800,026	4,154,381	4,591,940	5,168,560
%	87.8	90.1	91.4	91.6	91.8	90.6	90.2
Increase %	100.0	134.0	154.0	173.0	189.0	208.0	235.0
One parent only at home (including one-parent married heads).....No.	306,957	325,699	318,439	347,418	371,885	478,740	559,330
%	12.2	9.9	8.6	8.4	8.2	9.4	9.8
Increase %	100.0	106.0	104.0	113.0	121.0	156.0	182.0

[1] The percentage increase in each year is based on the 1941 total as 100%.

SOURCE: Sylvia T. Wargon (1979) Table 4.5 for 1941-71 raw data and 1976 Census of Canada, Bulletin 4.3, Table 6.

TABLE 3

Growth in Different Types of Families, Canada, 1956-76

Type of Family		1956	1961	1966	1971	1976
Total families	%	100	111	122	137	154
Husband-wife families	%	100	112	122	135	152
Lone-parent families	%	100	109	116	150	177

TABLE 4

Lone-parent Families by Marital Status of Head, Canada, 1951-76

Marital Status of Head	1951	1956	1961	1966	1971	1976
	Numerical Distribution					
Lone-parent families.....	325,699	318,439	347,418	371,885	478,740	559,070
Married[1].....	94,119	84,343	108,799	112,051	161,290	175,395
Widowed.....	216,641	216,924	213,657	226,950	222,625	230,180
Divorced.....	10,108	12,341	15,636	22,115	57,875	114,485
Never Married.....	4,831	4,831	9,326	10,769	36,950	39,010
	Percentage Distribution					
Lone-parent families.....	100.0	100.0	100.0	100.0	100.0	100.0
Married[1].....	28.9	26.5	31.3	30.1	33.7	31.3
Widowed.....	66.5	68.1	61.5	61.0	46.5	41.2
Divorced.....	3.1	3.9	4.5	6.0	12.1	20.5
Never Married.....	1.5	1.5	2.7	2.9	7.7	7.0

[1] Includes the categories "married, spouse absent" and "separated".

SOURCE: Sylvia T. Wargon (1979) Table 4.6; and Jean Heath (1980) Table 5.

TABLE 5

Percentage Distribution of Husband-wife and Lone-parent Families by Age of Head, Canada, 1951-76

Type of Family and Age of Head	1951	1956	1961	1966	1971	1976[1]
Husband-wife families.....	100.0	100.0	100.0	100.0	100.0	100.0
15-34 years.....	29.3	29.5	28.8	27.9	30.1	32.4
35-44 years.....	25.9	26.1	26.0	25.7	23.4	21.5
45-54 years.....	19.4	19.9	20.8	21.0	20.5	19.8
55-64 years.....	14.2	13.2	13.3	14.3	14.9	14.7
65 years and over.....	11.2	11.3	11.0	11.0	11.2	11.6
Lone-parent families.....	100.0	100.0	100.0	100.0	100.0	100.0
15-34 years.....	14.0	12.9	14.3	15.3	23.5	26.2
35-44 years.....	16.9	17.3	18.5	19.3	21.0	21.9
45-54 years.....	20.0	20.0	21.6	22.7	22.5	22.1
55-64 years.....	20.3	19.3	17.3	17.2	15.8	14.7
65 years and over.....	28.8	30.4	28.3	25.6	17.1	15.0

[1] In 1976, family head could be either male, or female in a husband-wife family. Data are for husbands, therefore, rather than 'heads' in husband-wife families.

SOURCE: Sylvia T. Wargon (1979) Table 4.8 (modified); and 1976 Census of Canada Bulletin 4.5, Table 16, and Jean Heath (1980) Table 4 (corrected).

TABLE 6

Number of Canadians in Poverty, 1976

Poverty Line[1]	Number in Poverty
Revised Statistics Canada	2,831,000
Canadian Council on Social Development	4,423,000
Senate Committee	5,372,000

1 For comparison of the various poverty lines see Caskie (1979), Table 5, p. 11.

SOURCE: Donald M. Caskie (1979), p. 26.

TABLE 7

Proportion of Families and Unattached Individuals Who Have a Low Income[1] - Canada and British Columbia

	1973		1976	
Region	Families	Unattached Individuals	Families	Unattached Individuals
Canada	13.4	40.2	11.2	34.3
British Columbia	8.9	37.1	11.0	26.4

1 The definition of low income used for 1973 and 1976 figures was the Revised Statistics Canada poverty line. In 1978, the levels for this line were as follows: 1 person $4,459; 2 persons $6,281; 3 persons $8,015; 4 persons $9,531; 5 persons $10,656; 6 persons $11,696; 7 to 10 persons $12,824.

SOURCE: Donald M. Caskie (1979), p. 28.

TABLE 8

Total Population, Private Households, Census Families, Average Number of Persons per Private Household and Average Number of Persons and Children per Census Family, British Columbia, 1961-1976

Census Year	Total Population	Private Households		
		Total	Persons	Average Number of Persons
1961	1,629,082	459,534	1,556,391	3.4
1966	1,873,674	543,075	1,797,239	3.3
1971	2,184,621	668,303	2,117,166	3.2
1976	2,466,608	828,287	2,392,792	2.9
		Census Families		
	Total	Persons	Average Number of Persons	Average Number of Children
1961	394,023	1,405,168	3.6	n/a
1966	445,297	1,614,991	3.6	n/a
1971	533,628	1,865,567	3.5	1.6
1976	628,445	2,060,324	3.3	1.4

SOURCE: 1976 Census of Canada, Bulletin 3.2, Table 1 and Bulletin 4.4, Table 11.

TABLE 9

Husband-wife and Lone-parent Families, British Columbia, 1971-76

Type of Family	1971	1976
Total families.....No.	530,830	628,445
..... %	100.0	100.0
Husband-wife families.....No.	480,905	568,250
..... %	90.6	90.4
Lone-parent families.....No.	49,925	60,200
..... %	9.4	9.6
Lone-parent families..... %	100.0	100.0
Father only.....No.	10,635	10,410
..... %	21.3	17.3
Mother only.....No.	39,285	49,785
..... %	78.7	82.7

SOURCE: 1976 Census of Canada, Bulletin 4.3, Table 6.

TABLE 10

Lone Parents in British Columbia by Sex and by Marital Status 1976

Marital Status	Male		Female		Total	
	No.	%	No.	%	No.	%
Married, spouse absent	1,185	11.4	1,985	4.0	3,175	5.3
Separated	3,150	30.2	15,045	30.2	18,200	30.2
Widowed	2,830	27.2	15,155	30.4	17,980	29.8
Divorced	2,755	26.5	14,330	28.8	17,080	28.4
Never married	495	4.7	3,270	6.6	3,765	6.3
TOTAL	10,410	100.0	49,785	100.0	60,200	100.0

SOURCE: Jean Heath (1980), Table 10.

TABLE 11

Percentage Distribution of Husband-wife and Lone-parent Families by Age of Head, British Columbia, 1971-76

Type of Family and Age of Head	1971		1976	
	No.	%	No.	%
Husband-wife families	480,905	100.0	568,250	100.0
15-24 years	29,965	6.2	34,745	6.1
25-34 years	107,760	22.4	139,415	24.5
35-44 years	109,380	22.7	120,175	21.1
45-54 years	96,970	20.2	110,940	19.5
55-64 years	75,065	15.6	87,620	15.4
65 years and over	61,765	12.8	75,255	13.3
Lone-parent families	49,920	100.0	60,200	100.0
15-24 years	3,975	8.0	4,395	7.3
25-34 years	10,295	20.6	14,190	23.6
35-44 years	11,775	23.6	14,780	24.6
45-54 years	11,610	23.3	13,360	22.2
55-64 years	6,490	13.0	7,385	12.3
65 years and over	5,770	11.6	6,090	10.1

SOURCE: 1976 Census of Canada, Bulletin 4.5, Table 16 and Bulletin 4.6, Table 24.

TABLE 12

Families by Number of Persons and Family Type for Canada and British Columbia According to Urban and Rural Distributions 1976

Region		Total Families	Average Number of Persons Per Family	Husband-wife Families	Lone-parent Families	
					Male-parent	Female-parent
CANADA.....	No.	5,727,895	3.5	5,168,565	94,990	464,345
	%	100.0		100.0	100.0	100.0
Urban	No.	4,372,085	3.4	3,911,560	70,075	390,455
	%	76.3		75.7	73.8	84.1
Rural Non-farm...	No.	1,120,985	3.6	1,033,870	20,920	66,200
	%	10.6		20.0	22.0	14.3
Rural Farm	No.	234,815	4.1	223,130	3,995	7,690
	%	4.1		4.3	4.2	1.7
BRITISH COLUMBIA.	No.	628,445	3.3	568,250	10,410	49,785
	%	100.0		100.0	100.0	100.0
Urban.....	No.	482,960	3.2	433,165	7,735	42,065
	%	76.9		76.2	74.3	84.5
Rural Non-farm...	No.	135,180	3.4	125,225	2,510	7,445
	%	21.5		22.0	24.1	14.9
Rural Farm.....	No.	10,310	3.5	9,860	165	280
	%	1.6		1.7	1.6	.6

SOURCE: 1976 Census of Canada, Bulletin 4.2, Table 2 and Bulletin 4.3, Table 7 (Based on 100% data).

TABLE 13

Family Types by Level of Schooling, Canada and British Columbia, 1976

Level of Schooling		Husbands in Husband-wife Families	Lone-parent Families	
			Male-parent	Female-parent
CANADA				
Total	No.	5,175,215	93,590	465,475
	%	100.0	100.0	100.0
Less than grade 9	No.	1,533,775	38,650	163,700
	%	29.6	41.2	35.2
Grades 9-10	No.	897,315	16,565	96,620
	%	17.3	17.7	20.8
Grades 11-13	No.	959,495	14,665	90,705
	%	18.5	15.7	19.5
Post-secondary	No.			
Non-university	No.	781,145	10,500	67,915
	%	15.1	11.2	14.6
University	No.	983,485	13,200	46,540
	%	19.0	14.1	10.0
BRITISH COLUMBIA				
Total	No.	569,160	10,375	49,810
	%	100.0	100.0	100.0
Less than grade 9	No.	115,475	2,855	9,810
	%	20.3	27.5	19.7
Grades 9-10	No.	94,700	1,905	9,425
	%	16.6	18.4	19.0
Grades 11-13	No.	132,585	2,075	13,610
	%	23.3	20.0	27.3
Post-secondary				
Non-university ...	No.	107,835	1,615	9,610
	%	18.9	15.5	19.4
University	No.	118,565	1,920	7,255
	%	20.8	18.5	14.6

SOURCE: 1976 Census of Canada Bulletin 4.5, Table 23, and Bulletin 4.6 Table 31 (based on sample data).

TABLE 14

Continuing Education Family-Related Courses by Course and Program Type for 1979-80 Academic Year

Course Type	Number of Courses by Program Type		
	General Interest	Community Education	Total
Family Life Education			
- Adoptions	1	9	10
- Babysitting	12	22	34
- Childbirth Preparation	5	62	67
- Children	4	9	13
- Families	2	19	21
- Parenting	21	145	166
- Partners	3	17	20
- Other	-	15	15
Sub-Totals	48	298	346
Personal Services Related (Family Haircutting)	18	4	22
Social Services Related (Child Abuse, Parenting)	1	10	11
Health Related (Clinics, First aid, Emergency and Sick care, Nutrition)	2	5	7
Humanities Related (French, Italian)	8	20	28
Personal Recreation (Fitness)	21	19	40
Personal Interest (Family tree, genealogy)	30	6	36
Other	4	10	14
Sub-Totals	87	101	188
Total all family courses	135	399	534
Community Use of Facilities (Number of meetings)	--	--	69

SOURCE: Ministry of Education, CE120 print-outs.

TABLE 15

Special Projects in Family Life Education and Support Services, 1977-81

YEAR	TITLE	INSTITUTION
1977-78	Early Childhood Development Workshop	Cariboo College
	Sign Language for Parents of the Deaf	Capilano and S.D. #44-45
	Rural Community Education and Development	Northern Lights College
1978-79	Blended Families	Okanagan College
	Community Courses for Parents	S.D. #62
	Coordination of Family-oriented Activities on the Sechelt Peninsula	Capilano and S.D. #46
	Living Creatively	Vancouver Community College
	Family Education Workshops	College of New Caledonia
	Leadership Training for Parent Study Groups	Capilano and S.D. #46
	Lead to Learn Workshop	Capilano and S.D. #46
	Life-Skills and Single Parents	Okanagan College
	Problems in Parenting	Malaspina College
	Budgeting and Financial Knowledge for Women	Camosun College
	Life Skills II	College of New Caledonia
1979-80	Parent Program Model	S.D. #41
	Publicity and Public Relations for Parenting Programs	S.D. #46
	Resources for Single Parents	S.D. #40
	Single-Parent Project	Vancouver Community College
	Study of Single Parents	Okanagan College
	Workshop for Group Leaders or for Parent Study Groups	S.D. #46
1980-81	Child Development and Parenting Skills for Native Indian Parents	S.D. #44-45
	Resources for Single Parents	S.D. #40
	Opportunities for Advancement	S.D. #41
	Caycuse Outreach	S.D. #66
	Discoveries, Insights, and Options	Okanagan College
	Stress in the Family - A Community Approach	Okanagan College
	In Search of Summerland's Single Parent	Okanagan College
	An Open Door for Parents and Seniors	Okanagan College
	Family Life Education	Okanagan College

SOURCE: Directory of Special Projects, 1977-80, and 1980-81 project descriptions, Ministry of Education Continuing Education Division.

TABLE 16

Data on Family Courses Offered by the Centre for Continuing Education, University of British Columbia, 1977-1980

Year and Type of Activity	Number of Activities Offered	Number Held		Participants		Average Fee Per Activity
		On Campus	Off Campus	Total Number	Average	
September 1977-August 1978						
Short Course	17	16	1	734	43.2	$29.29
Series	12	9	3	402	33.5	30.25
Single Lecture	1	1	-	247	24.7	4.00
Conference	-	-	-	-	-	-
TOTAL	30	26	4	1,383	46.1	
September 1978-August 1979						
Short Course	5	4	1	140	28.0	62.60
Series	11	9	2	373	33.9	37.27
Single Lecture	4	2	2	318	79.5	4.25
Conference	1	-	1	136	136.0	35.00
TOTAL	21	15	6	967	69.4	
September 1979-August 1980						
Short Course	5	4	1	245	49.0	52.25
Series	14	13	1	740	52.9	32.00
Single Lecture	16	10	6	1,073	67.1	10.56
Conference	-	-	-	-	-	-
TOTAL	35	27	8	2,058	56.3	

APPENDIX II

FAMILY RELATED PROGRAM ACTIVITIES OFFERED BY FRASER VALLEY COLLEGE, ABBOTSFORD IN LAST FOUR YEARS

Title	Date
Effective Parenting	Jan - March 1981
Communication Skills for Couples	Jan - March 1981
Living with a Problem Drinker	Jan - March 1981
Stress and Tension Management	Jan - March 1981
Managing Depression	Jan - March 1981
How to Talk to your Child About Sex	Jan - March 1981
Personal Problem Solving	Jan - March 1981

All of the above classes and seminars have been offered at least twice a year -- in September - December or in the January - March period since 1976. The program activities below have been offered a number of times over the last few years.

Single Parenting
Managing Transition
Assertiveness Training
The Aspects of Ageing
Children, the Challenge
Mom and Kids Drop-in Cen
Parenting Teenagers
Growth Groups for Teens
On Being Single and Happy
Unravelling Family Conflict
Men's Consciousness Raising Group
Weight Control
"Our Bodies, Ourselves"
Confrontation with Death and Dying
Human Sexuality Seminar
Emotional Self-Defence for Women
Parenting Adolescents
Sexual Dysfunction for Non-Orgasmic Women

LIST OF PEOPLE WHO WERE EITHER INTERVIEWED BY TELEPHONE OR WHO PROVIDED WRITTEN DOCUMENTATION OVER AND ABOVE THE QUESTIONNAIRE MAILING

Carol Attenborrow, Coquitlam Family Centre, Coquitlam
Tunya Audain, Education Advisory, West Vancouver
Vince Battistelli, Centre for Continuing Education, University of British Columbia
Audrey Brummet, Northern Lights College, Fort St. John
Glenna Gillan, Toward Better Parenting, Kelowna
Nance Henne, Kootenay Columbia Child Care Society, Castlegar
Linda King, Maple Ridge Family Life Education Centre, Maple Ridge
Laura Koby, Richmond Family Place, Richmond
Dr. Jean Koepke, Psychology Department, Simon Fraser University
Karen Ledger, Capital Region Branch, B.C. Council for the Family, Victoria
Carol Matthews, Nanaimo, Family Life Association, Nanaimo
Mary Openshaw, Discovery School for Parents, Surrey
Carolyn Pentz, North Shore Living and Learning Centre, West Vancouver
Canon J. Stokes, Anglican Diocese of Caledonia, Smithers
Gillian Taylor, North Shore Family Services, North Vancouver

The Discussion Paper on Family Learning Activities in British Columbia is being circulated throughout the province in order to foster informed reaction to its contents. You are strongly encouraged to discuss the paper with others in your community, and to send us your comments on the form below.

Mail to: Dr. R. Faris
Executive Director
Continuing Education Division
Ministry of Education
835 Humboldt Street
Victoria, B.C.
V8W 2M4

or telephone 387-1411.

REACTION FORM

1. Recommendations to the Ministry of Education (see pp. 49-51). Do you agree with recommendations:

   (a) Yes ____ No ____
   (b) Yes ____ No ____
   (c) Yes ____ No ____
   (d) Yes ____ No ____

   Comments: _____

2. Recommendations to the Ministry of Education and the B.C. Council for the Family (see pp. 51-52).

Do you agree with recommendations:

(a) Yes ____ No ____
(b) Yes ____ No ____
(c) Yes ____ No ____

Comments: _____

_____

_____

_____

_____

3. Recommendations to the Boards of Colleges and School Districts (see pp. 52-54).

Do you agree with recommendations:

(a) Yes ____ No ____
(b) Yes ____ No ____

Comments: _____

_____

_____

_____

_____

4. Any Other Comments: _____

_____

_____

_____

_____